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# EDUCATIONAL WRITINGS

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## I. A SUMMARY OF RECENT TEXTBOOKS IN ELEMENTARY-SCHOOL READING AND WRITING

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### A. BASIC AND SUPPLEMENTARY READING-BOOKS, 1916-17

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During the last few years numerous basic and supplementary readers have been published in response to the demand for a larger amount of interesting and appropriate reading-material for pupils of all grades. It is the purpose of the following paragraphs to describe briefly the essential characteristics of the readers which have been received by the *Elementary School Journal* for review during 1916-17.

#### PRIMERS

It is generally agreed that beginning reading presents a twofold problem: in the first place, pupils must learn to secure the meaning of what they read; and in the second place, they must develop independence in the recognition of sentences and words. A primer may be organized primarily to center attention on the content of what is read or it may be organized to aid a pupil in securing a reading vocabulary. In the first case the primer is adapted for use in an interesting and profitable reading exercise. In the second case the primer lends itself to the purposes of a drill exercise and should not be thought of as a reader. The four primers which are mentioned below will be discussed largely from the point of view just presented.

The *Kewpie Primer*<sup>1</sup> contains a continuous story about the Kewpies, with whom most pupils are more or less familiar. Inasmuch as the pupils will read the stories with keen interest this primer may be classed as a content reader. The story of the Kewpies has been told in simple, familiar words and it avoids the monotonous repetition which characterizes many primers. Independence is developed to a limited extent through word-building. In general, however, progress is based on the child's desire to find out what is related on the page. In order to secure rapid progress the reading lessons of the primer should be supplemented by drill exercises to develop power in word-analysis.

The *New Barnes Primer*<sup>2</sup> assumes that reading is a thought-getting process. The first few lessons attempt to develop a basic vocabulary by means of

<sup>1</sup> *Kewpie Primer*. By Rose O'Neil. New York: Frederick A. Stokes Co., 1916.

<sup>2</sup> *New Barnes Primer*. By May Robbins, Herman Dressel, and E. U. Graff. New York and Chicago: A. S. Barnes Co., 1916.

exercises involving a large amount of repetition. Beyond the first ten pages the lessons are based on interesting, familiar stories such as "The Three Bears," "The Three Little Pigs," etc. The distinctive feature of the *New Barnes Primer* is that silent reading is emphasized from the beginning in order to train pupils to secure the meaning of what is read. The manual provides definite suggestions for training in word-analysis during drill periods.

A third primer, entitled *Bob and Betty at Home*,<sup>1</sup> aims to give the child a body of interesting material. Subject-matter is selected from among the common experiences in home life, supplemented with related plays, jingles, and rhymes. Ability to organize words at sight is developed through repetition, memorization, word and sentence games, and dramatization. At frequent intervals throughout the book interesting content has been sacrificed to provide vocabulary opportunities. In endeavoring to combine the essential characteristics of a reader and a drill book in one volume essential features of each have been necessarily omitted.

The aim of the new Sloan readers<sup>2</sup> "is to give the child in the most direct way and in the shortest time the independent power to read." The primer contains many short selections which aim primarily to introduce the pupil incidently to the simpler phonetic elements. The book is not a success from the standpoint of content, because many of the selections are unnatural and uninteresting. Its value as a drill book may be questioned, inasmuch as the elements of words are presented in a very incidental way and are not made the object of specific study.

#### BASIC AND SUPPLEMENTARY READERS IN THE PRIMARY GRADES

Reading exercises in the second and third grades should give the pupil an opportunity to read a large amount of interesting material from which he will gain both information and pleasure. On the technique side reading exercises should afford abundant opportunity for the permanent establishment of those habits and associations upon which effective reading depends.

The *Beacon Introductory Second Reader*<sup>3</sup> contains twenty stories, each about seven pages in length. In general the stories are very interesting. They are simply told and each contains the old folk-lore element. In order to develop power in the recognition of words the selections have been carefully graded from a phonetic point of view. The manual contains valuable suggestions for drill exercises in word-analysis.

The *Sloan Second Reader*<sup>4</sup> seeks to develop power in reading for thought. The book contains a large number of short prose and poetic selections which

<sup>1</sup> *Bob and Betty at Home (a Primer)*. By Katherine E. Dopp. Chicago and New York: Rand McNally Co., 1917.

<sup>2</sup> *New Sloan Primer*. By Katherine E. Sloan. New York: Macmillan, 1916.

<sup>3</sup> *Beacon Introductory Second Reader*. By James H. Fassett. Chicago: Ginn & Co., 1916.

<sup>4</sup> *Sloan Second Reader*. By Katherine E. Sloan. New York: Macmillan, 1916.

offer opportunities in expressive reading. Through extended practice in resolving words into their natural units, and through frequent, systematic exercises in syllabication and in the pronunciation of words, phrases, and sentences, the author endeavors to establish the basis for thought-reading. By concentrating so much attention to the form side of reading during reading exercises, it is probable that the pupil will lose sight of some of the larger results which should be secured.

The chief feature of the third reader of the *Ideal Catholic Reader*<sup>1</sup> is its religious atmosphere. Many of the selections are chosen from biblical narratives taken from the Old and New Testaments, from interesting accounts of the child-saints of the church, from stories inculcating the fundamental virtues which go to make up good citizenship, from lessons on patriotism, etc. Most of the stories are very short and are better adapted for expressive reading than for quantitative reading. Although children should read practically all the stories which are included in the reader, the advisability of limiting the selections of a basic reader for the public schools to those of a religious type is questioned.

A number of supplementary readers for the second, third, and fourth grades will be reviewed very briefly. *A Child's Robinson Crusoe*<sup>2</sup> represents a successful adaptation of this familiar story to the interests and reading capacities of second-grade pupils. The *Outdoor Book*<sup>3</sup> is a nature-reader for the second grade and aims to promote the interest of the pupils in nature. It contains twenty-five narrative and descriptive selections which are free from difficult words. The *Cave Twins*<sup>4</sup> includes an account of prehistoric man, and the vocabulary is simple. The mechanical organization of the book is open to criticism. The book may be used effectively for quantitative sight-reading. *Jim and Peggy at Meadowbrook Farm*<sup>5</sup> is a content primer which emphasizes the fundamentals of farm life in terms which city children can understand. The book is adapted to the reading capacities of third- and fourth-grade children. The type is somewhat small and the lines are too close together for easy reading. *A City Reader for the Fourth Grade*<sup>6</sup> aims to present selections which are within the limits of the city child's experience. Although several selections are based on modern city situations, the author has depended for a large part of

<sup>1</sup> *Ideal Catholic Reader*. By a Sister of St. Joseph. New York: Macmillan, 1916.

<sup>2</sup> *A Child's Robinson Crusoe*. By W. L. and S. H. Nida. Chicago: Beckley-Cardy Co., 1916.

<sup>3</sup> *Outdoor Book*. By Zoe Meyer. Boston: Little, Brown & Co., 1917.

<sup>4</sup> *Cave Twins*. By Lucy Fitch Perkins. Boston and New York: Houghton Mifflin Co., 1916.

<sup>5</sup> *Jim and Peggy at Meadowbrook Farm*. By W. C. O'Kane. New York: Macmillan, 1917.

<sup>6</sup> *A City Reader for the Fourth Grade*. By Abbie Porter Leland. New York and Chicago: Charles E. Merrill Co., 1916.

the material on classical selections and references such as "Sons of Rubens," "Infanta Margarita," "Alexander, a Hero of War," etc. Hence the practical character of the selections which one is led to expect from the title is not fully realized.

BASIC AND SUPPLEMENTARY READERS FOR THE INTERMEDIATE AND  
GRAMMAR GRADES

By the end of the third grade the pupil of average ability has made sufficient progress in reading to enable him to proceed independently. He becomes interested in finding out things for himself, and he substitutes silent reading for oral expression. Furthermore, ability to make critical interpretations depends to a large extent on the breadth of experience which the pupil has encountered. Inasmuch as pupils receive their knowledge of the world at large primarily through reading, the intermediate and grammar grades represent a period during which pupils should read extensively along numerous lines of interest and information. The readers which are reviewed in the following paragraphs differ widely from this point of view. Some of the readers aim to introduce the pupil to interesting and varied experiences, while other readers aim to acquaint the pupil with the world's best literature.

The third and fourth readers of the Horace Mann series<sup>1</sup> contain selections covering a wide field of interest and information. The third reader contains stories and tales from various countries of the world, including folk-tales, fables, fairy stories, and youthful adventure. The fourth reader aims to "reveal and interpret the world as it opens to eager and wondering eyes of boys and girls of ten or twelve years." Stories of famous Americans, folk-tales, and classic stories from Europe and the Orient are included. The vocabulary is simple, and many long selections adapted to the purposes of silent-reading exercises are included.

The fourth, fifth, and sixth books of the *Merrill Readers*<sup>2</sup> contain simple selections in order that the pupil may read and understand without encountering too many difficulties. Selections of varying length are included to provide opportunity for various types of oral- and silent-reading exercises. The fourth reader contains many abridged selections of masterpieces in literature which the authors believe every child should know. Although large emphasis on literary selections is questionable in the fourth grade, it must be admitted that the authors have shown a great deal of skill in adapting these selections to the interests and reading capacities of fourth-grade pupils. The fifth reader contains a large amount of wholesome adventure and experience including

<sup>1</sup> *Horace Mann Readers*. By Walter L. Hervey and Melvin Hix. New York and Chicago: Longmans, Green, & Co. *Introductory Third Reader*, 1916; *Introductory Fourth Reader*, 1917.

<sup>2</sup> *Merrill Readers*. By F. D. Dyer and Mary J. Beady. New York and Chicago: Charles E. Merrill Co., 1916.

some of the famous stories of the world's literature from the great writers. It is the purpose of the book to lead pupils to enjoy good art, great characters, and wholesome romance. The sixth reader contains selections of considerable length which can be used effectively in silent-reading exercises. There are included also numerous short selections which may be used in oral-reading exercises.

*Every-day Classics*<sup>1</sup> "has been prepared in the belief that the instruction in reading in the schools should be based on a selection of the classic in our literature. The pupil is introduced, not only to what is excellent in itself, but to what his father and mother have read before him, and to what has become a valued part of the heritage of the nation and of the race. All other school reading should be supplementary to this study of what is best in literature." The third reader is made up largely of folk-literature, fables, fairy stories, simple poetry, etc. The fourth reader is made up of fanciful tales of adventure, stories about real heroes, descriptions of outdoor life, stories about children and their adventures, and patriotic selections. The fifth reader contains stories of adventure and wonder, and the sixth reader is a book of world-famous stories. It cannot be questioned that the books contain a body of literature with which the pupils should be familiar. The basic contention of the series, however, that all school reading should center about the classic in literature is questionable.

The "King's Highway Series"<sup>2</sup> embodies a graded system of elementary moral and religious training, primarily for the home and private school, but designed also for use in public schools. There are eight books in the series containing subject-matter relating to the virtues and vices peculiar to children of various school grades. Each book contains a particular title, as, *The Way of the Gate*, *The Way of the Green Pasture*, *The Way of the Hills*, etc. The series is organized on the theory that moral lessons can be taught most effectively through the indirect-story method. The outline of virtues and vices was determined by means of a questionnaire circulated among the grade teachers of the public schools of ten cities, and by means of a careful study of the moral and religious evolution of the child in the light of psychology. Many stories are included in this series which are found in other readers in current use. A direct attempt has been made in the case of most selections to emphasize the moral and religious lessons involved. Some of the stories represent the results of generalized experience with regard to moral and religious issues, and cannot be fully appreciated by pupils of the elementary school.

The *Story and Play Readers*<sup>3</sup> have been organized in three volumes for the sixth, seventh, and eighth grades. The series is built on the theory that "no

<sup>1</sup> *Every-day Classics*. By F. T. Baker and A. H. Thorndike. New York: Macmillan, 1917.

<sup>2</sup> "King's Highway Series." By E. H. Sneath, George Hodges, and H. H. Tweedy. New York: Macmillan, 1916.

<sup>3</sup> *Story and Play Readers*. By Anna L. Lütkenhaus. New York: Century Co., 1917.

matter what effect a fine bit of literature has upon the child mind at the time of reading, there is little or no lasting impression made unless there is opportunity for expression." In harmony with this theory a large number of selections such as "A Man without a Country," "The Talisman," "The Birds of Killingworth," have been written wholly or in part in dramatic form. The dramatic instincts of pupils can doubtless be utilized to advantage in connection with the study of many selections. A question arises in this connection concerning the relative advantages, on the one hand, of placing the material in final form in the pupils' hands and, on the other hand, of permitting the pupils to reorganize selections for dramatic purposes.

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## B. REVIEW OF RECENT TEXTS IN PENMANSHIP

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A departure from the prevailing methods of teaching writing is represented in the *Graded Writing Textbooks* by Albert W. Clark.<sup>1</sup> The distinguishing feature of this method is that it recognizes the two chief phases of the writing movement, namely, that by which the letters are produced and that by which the hand is carried along the line while the letters are being written. The exercises are designed particularly to promote the sideward movement of the hand. No direct attempt is made to develop directly the so-called muscular or arm movement, but the pupil is allowed to use whatever movement results in freedom. Furthermore, the exercises are not formal drills, such as the oval and straight-line movements, but consist in the writing of letters or words. The method consists of a series of copy-books containing elaborate instructions to the teacher with each copy. There is considerable waste of space in thus printing the directions to the teacher on the pages with the pupil's copies. Another feature which is emphasized is the attempt to correlate writing with the other subjects by introducing examples of business practice, facts with regard to personal hygiene, and other subjects. The correlation of writing with the other subjects is highly necessary, but it is questionable whether this is the best means of bringing it about. The time which the pupil spends in learning other things he is not spending in the technique of writing, and the organization of such matter had probably best be left to the other subjects. This implies, however, that some attention shall be given to writing by other than the writing teachers. On the whole, the method is a very interesting departure.

<sup>1</sup> *Graded Writing Textbooks*. By Albert W. Clark. Boston: Ginn & Co., 1916. See also *The Fault and Remedy in School Writing*. "A brief manual explaining with illustrations the principles of the method."

The Kirby method<sup>1</sup> has been reviewed in a recent number of this *Journal*. The distinguishing feature of this method is that it requires that the letters themselves shall be written to a definite count, as well as the formal exercises. Different letters and combinations of letters are designated to be written by two-part, three-part, or four-part time. The exact place on the letters where the count should come is not indicated, but the division of the strokes is fairly evident from the illustrations which are given. The book is a manual for teachers, but it contains numerous exercises and a completely organized course. In connection with it copy pads for pupils' use are published. The definite, detailed application of rhythm is a departure which is undoubtedly calculated to have considerable influence on methods of teaching writing.

In connection with the economy method of writing, which is a revision of the economy system, a manual by Elmer G. Miller has been published.<sup>2</sup> This manual also indicates the count at which the various letters are to be made, but confines the counting to the separate letters and does not incorporate it into the exercises. Some relaxation of the rigid arm-movement method is permitted by allowing the arm to slide on the desk in the first and second grades. Accompanying this is the use of large letters. The formal exercises, both on the blackboard and at the seat, are taught by means of rhymes and songs. The method continues the customary procedure of placing large emphasis upon these formal drills. Considerable discussion is given to the matter of the pupil's analysis of the faults of his own writing, and a detailed comparison of his writing with the copy. This is a progressive feature of the method. Another feature is the adoption of the modern device of grading writing by systematized scales. It is interesting to notice that such scientific methods as these are gradually being adopted by practical supervisors of penmanship.

Another teachers' manual, which is the outgrowth of a co-operative study by supervisors, principals, and teachers with the penmanship supervisor, has been published by H. E. Walker, of St. Louis.<sup>3</sup> The method incorporates seven principles and rules which were agreed upon by the conference already alluded to. These principles include blackboard writing in the first grade, the use of words rather than exercises in this beginning writing, the relative emphasis upon form at the beginning, and the requirement of only a moderate speed, which increases gradually from grade to grade, the systematic instruction in such elements of form of movement as body-posture, pencil-holding, and so on. The permission of finger movement through the second grade and the introduction of arm movement at the third grade and pen and ink at the fourth grade are among the more progressive features. Other features which may be noted

<sup>1</sup> *Penmanship, the Kirby Rhythmic Method*. By J. Albert Kirby. New York: Newson & Co., 1916.

<sup>2</sup> *How to Teach Writing. Manual for Teachers of the Economy Method of Writing*. By Elmer G. Miller. Chicago: Laurel Book Co., 1917.

<sup>3</sup> *The Walker Method of Functional Writing*. By H. E. Walker. St. Louis, 1917.



are the classification of pupils within a grade according to their proficiency and the detailed analysis of each of the letters to indicate their construction. In this analysis, however, the letters are not classified according to the movement by which they are made, but are taken alphabetically.

A somewhat fuller and more systematic discussion than is to be found in the ordinary manual is represented in the book by Lister.<sup>1</sup> This manual is to accompany the books of copies which are put in the hands of the pupils. The various phases of the teaching process, such as position, movement, and method of teaching the letter, the word, and the sentence, are discussed systematically. A very complete and thorough discussion of the faults which are characteristic is given, accompanied by illustrations. The method, however, does not present anything novel in the way of movement or drill.

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## II. COMMENT ON CURRENT EDUCATIONAL WRITINGS

1. *A new scale for grading handwriting.*<sup>2</sup>—Ever since the first handwriting scale was published, the most widely used handwriting scales have been criticized because they measure only the form, quality, or legibility of the writing and not its speed or the manner in which it is produced. The present scale<sup>3</sup> attempts in the fullest manner of any yet published to incorporate in the scale itself the results of observations on speed, posture, and movement. The demand for the inclusion of these elements in the scale itself rests upon a misapprehension. A writing scale is a series of specimens which should represent equal or approximately equal steps in some characteristic or characteristics which may be observed in the writing itself. When characteristics are included in the rating of the specimens in the scale which are based on observation of other qualities than those in the writing itself, we do not have a true scale. The series of specimens, in other words, cannot be used as a scale because the elements upon which the judgment is based do not appear in the specimens, but have to be observed independent of the scale itself. The scale is not at all adapted to an accurate or scientific measure of either the writing product or the manner in which it is produced. Furthermore, the scale which is before us includes an evident piece of propagandism. At the bottom of the chart for each grade is a specimen which is denominated "Finger Movement Writing." This specimen in each case gets a low score, because it is rated in each case almost down to zero in the element of speed, and zero in posture and movement. In other words, this part of the scale implies, with no evidence at all to support

<sup>1</sup> *Muscular Movement Writing Manual*. By C. C. Lister. New York: Macmillan, 1915.

<sup>2</sup> Review contributed by Dr. F. N. Freeman, University of Chicago.

<sup>3</sup> *Standards for the Evaluation of Efficiency in Palmer Method Handwriting*. By A. N. Palmer. New York: The A. N. Palmer Co.

it, that finger-movement writing is necessarily very poor in speed and posture. The movement is rated zero on the arbitrary definition of what a good movement is. No evidence either of the value of arm movement or the relation of arm movement and speed and posture is presented. There is, on the contrary, scientific evidence that finger-movement writing may be and usually is as rapid as arm-movement writing.

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2. *A volume for teachers on educational psychology.*—The editor's introduction to Professor Freeman's *How Children Learn*<sup>1</sup> is such a clear description and evaluation of his second book on learning that we print it in full herewith:

In an earlier number of this series of textbooks the author of the present volume presented the psychological principles underlying good teaching of the so-called common-school branches. Instruction in handwriting, drawing, reading, music, spelling, history, geography, mathematics, and the sciences was analyzed into types, and the lessons of psychology applied in a way to be of much help to the teacher of these subjects. In the present volume the author takes up the growth of the child's mind, and shows how good instruction in any subject and in all parts of the school system must be founded on certain general applications of psychology to the teaching process. In reading through the work here presented, it is interesting to note how fully all questions as to proper mental development of children are related to the psychology of the learning process.

The present volume is a valuable study in applied psychology. It concerns itself primarily with a study of the native and acquired responses of children, and the significance of these for educational development and for social control. It is the purpose of education to deal with these native responses of children, stimulating some and repressing others, and in addition to develop in children many acquired responses which will be valuable to them in later life. In the development of the idea that education means the training of the child to respond in ways which society has approved and men have found useful, the author analyzes the ways of responding which are both native and acquired with children, as these relate to their play, imitation of others, self-assertion, social attitudes, use of language, the acquirement of skills, perceptions, association and memorizing, and the thinking process. He then formulates the general principles of mental growth in children, devotes a chapter to a careful analysis of the much-debated question of the transfer of training, and concludes with a valuable chapter on mental economy and mental hygiene. In a sense the volume at hand is a textbook in educational psychology, revealing to teachers and students how all effective instruction of children must be founded on the utilization and development of the child's native and acquired responses to the stimuli of our civilization.

The book has been prepared for use as a textbook in colleges and normal schools, and for use as a reading-circle book with teachers. An effort has been made by the author to use as few technical terms as are consistent with a fair degree of precision of statement, and to make the statement of general or abstract principles understandable, by the use of illustrations from familiar experiences, to the reader who has not studied

<sup>1</sup> *How Children Learn*. By F. N. Freeman. Boston: Houghton Mifflin Co., 1917. Pp. xiv + 317.

psychology. In particular, schoolroom situations have been used continually as the chief source of illustrations and applications. It is confidently believed that this new volume in the series will find for itself a large field of usefulness.

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3. *New kinds of school reports.*—School administrators are recognizing that it is incumbent upon them to devise more effective ways of acquainting the public with the carrying on of school work. In recent years it has been clearly evident that the traditional school report and annual compendium of technical and statistical material have been read by neither the educational nor the lay public. Stimulated by the recent reports of city-school surveys and especially by the advances in reporting educational facts which were marked out by Dr. Ayres in the Cleveland Survey monographs, a few progressive school superintendents have turned to the use of the *monographic school report*. The pioneer in this line was Superintendent F. E. Spalding, now of Cleveland, Ohio, who as superintendent in Minneapolis two years ago used the monographic report as a means of educating the public to the clear comprehension of school problems in that city. Oakland, California, under the superintendency of Mr. Barker and the efficiency investigations of Mr. Wilford Talbert, adopted the form suggested by the Minneapolis reports. The recent monographic reports of the Oakland Board of Education for the school year ending in June, 1917, contain material that will be suggestive primarily to school officials in other parts of the country. It illustrates a tendency on the part of school men to present educational facts so that the more intelligent citizen of the community can grasp them.

The most recent example of the use of the monographic method is found in the recently issued school monographs by H. O. Dietrich, superintendent of schools in Kane, Pennsylvania. Whereas the Minneapolis and Oakland reports, although published in a more comprehensible form as regards statistics and descriptive comment, are yet somewhat difficult of comprehension by the lay citizen, these reports of Superintendent Dietrich are in a class by themselves in clear presentation of the present status of instructional and administrative efficiency of the Kane schools. Three publications have been issued: (1) *Estimates or Positivism—Which?* (2) *The Child: Where Is He?* (3) *Education in Dollars and Cents*. The purpose of the Board of Education is stated as being “to publish a series of pamphlets, each one to give the definite and non-partisan information concerning some phase of school work.” In the first report Superintendent Dietrich points out fundamental questions which will be discussed with the public and which will be attacked by the best scientific procedure that has been developed by school people, namely:

Should efficiency of education be measured by (1) personal opinion, (2) traditional examinations, or (3) fixed units of a definite scale? What should be the degree of efficiency in reasoning? What should be the degree of speed and legibility after 4 years of class instruction in penmanship? What should be the efficiency in spelling

after 6 years of study? How much time should be given to the teaching of subjects? How much to the teachings of children? How shall we grade our pupils in a given class? Should children of one age be in the same class? Should children stay in one class for a year, or should the year be divided into steps, and the work so arranged that the pupil can work as rapidly as his ability permits? Can we show that pupils taught by one method do speedier and more accurate work than those taught by some other method?

The first pamphlet reports the results of measuring the achievements of the children in the Kane schools in spelling, in handwriting, and in the fundamentals of arithmetic by means of standard tests. The data and the conclusions are presented in such form as to be perfectly intelligible not only to the educational but to the lay public of the city. The second pamphlet gives a discussion of a study of the progress of children through the grades of the Kane schools. It is merely a 12-page pamphlet, the conclusions of which rest upon another 12-page statistical pamphlet called *Child Accounting for the Schools of Kane, Pa.* The statistics are presented in the form of an age and grade table, a progress and age grade table, a table which combines age and progress, a table of withdrawals by grades with cause, a table of attendance of children in periods of ten days, another with promotions, withdrawals, and non-promotions by grades and by schools, and finally promotions at the close of the year in high school. We quote some of the striking conclusions from the study as they are reported to the citizens of the community, since they illustrate the work that is being done in this progressive small city. Superintendents of schools will do well to follow Kane's example in making use of scientific technique and in recognizing the need of reporting the results of educational investigation in such form as to be clearly intelligible to the supporting lay public.

*We are Finding the Child.*

For out of the 434 pupils who had made slow progress we selected the ones who had lost two or more years. The Binet Test was given to 169 of these to test their mentality.

Out of these 169 there were 98 slow due to mental incapacity. These were organized into four "Opportunity Classes."

The remaining 56 were found to be ahead of their grade, due to mental capacity, and were given a chance to make up a grade in a six weeks' summer course.

Of these, 38 succeeded in making up an entire grade, 10 made up a half-grade, and 10 lost heart and dropped out before completion of the course.

These children all take a different attitude toward school work—it is happiness to them instead of drudgery.

We have arranged for three promotion periods of 12 weeks each so as to permit each child in the system to work and advance as rapidly as he is capable.

We have four teachers who are caring for the 98 pupils who were held back due to their lack of textbook knowledge, but who are otherwise normal.

We have discovered 23 children whose mental ages are all the way from one to seven and one-half years less than their physical ages.

4. *Two handbooks which give the technique of self-surveying for normal schools and colleges.*—School systems and higher educational institutions have for some years past exhibited the influence of the spirit of self-examination and educational stock-taking which is abroad in this country by committing themselves to the “survey” method. Three points were clearly recognized by the institutions and persons concerned: (1) that the first step in improvement of school efficiency must be the process of evaluating present conditions; (2) that this evaluation must first be carried on by persons trained in the procedure—namely, disinterested specialists from the universities, foundations, and bureaus; (3) that, that once done by such a group, the greatest good to the system or to the institution would come only through the setting up of a *continuing inventory* by the school system itself, which would employ methods of detailed comparative analysis. Necessarily the early surveys of school systems and institutions, having to blaze out a new type of technique in an unexplored field, were largely of the “blanket-inventory” type. Some were well done and resulted in great profit to the school systems in question, as witness the *year-long study of the Cleveland school system* by Dr. Ayres, of the Russell Sage Foundation. Others were hastily done by individuals relatively unequipped to do the task, and resulted in little permanent good to the school system.

At the suggestion of some of these surveyors, school systems more recently have been conducting continuing inventories, which study in detail particular school activities and by close co-operation of school officials and of outside specialists carry on continuous studies of methods of improving educational work. Such procedure is well illustrated by the work of Dr. H. L. Smith, Bloomington, Indiana, which was commented on in these columns last month.

It has been recognized for some time that there is now needed a critical but constructive method of analytical procedure which can be put in the hands of school people themselves to supplement the methods of surveying that have already been established. Active in the early days of the survey movement, especially as it related to the state and higher educational institutions, was Mr. W. H. Allen. In recent years he has been trying to short-cut the necessarily slow process of educating school officials to the advantages of the self-survey—the continuing inventory—which our early survey specialists hope to see come eventually. It has been recognized that one of the most expeditious ways of getting school and college men to do this is to put in their hands manuals of procedure for carrying it out—books which will give the entire technique of “self-survey”—even to the printing of complete lists of specific questions which should be asked concerning the status of each educational activity.

Mr. Allen has centered his attention on the normal schools and colleges. The results of his labors are compiled in two handbooks of self-survey technique,

one for normal schools<sup>1</sup> and one for colleges and universities.<sup>2</sup> These books are "case books" in educational analysis, planned primarily for the normal-school and college administrator, secondarily for teachers in these two types of institution and for interested laymen. The normal-school book is almost entirely based upon the Wisconsin State Normal School Survey, conducted in large by Superintendent A. N. Farmer. It discusses such questions as: the reasons for self-survey; the steps which are necessary in conducting a self-survey; making self-surveys build as they go. It reveals a distinctly hypercritical attitude on the part of the writers toward nearly all of the survey work that has been done by other persons. The book discusses problems of administration, course of study, supervision, classroom instruction, extra-curricula activities of students, the technique of reporting surveys. The college book leaves the discussion of specific technique of conducting a survey to the normal-school book, and devotes its attention to the detailed study of such problems as these: the survey movement in higher education (including another hypercritical discussion of "who shall make surveys"); procedure for the separate college survey; relation of trustees to president and faculty; the executive and business efficiency; faculty government; extra-curricula activities of students; the course of study; instructional efficiency; relation with college communities.

These books do not theorize. They leave construction of principles to the reader and suggest only the statement of specific facts. Illustrative cases are offered for various points made. The best available literature is pointed out in connection with the discussion of each activity. The statements with respect to the literature are not general, but specific—the material is evaluated in detail. Sample forms, charts, record blanks, are given. Quotations are made of the procedure of progressive institutions with respect to each activity. The college book gives a résumé of progressive practice in at least fifty colleges and universities of the country.

Educational books are of value as they do either one of two things: first, lead to action of a progressive sort which is characterized by the improvement of some educational activity; secondly, help to formulate educational thought along large, progressive lines. Technique books naturally can contribute to action more immediately than can books of principles or of "general surveys." To each type of book the educationist has been very largely committed in our generation. The compiler of these two books has adopted devices, however (which are probably new to educational book-making), which should contribute to much action on the part of the school and college administrators who read them. The devices include such schemes as: leaving places for memoranda by readers at intervals throughout the book; pro-

<sup>1</sup> *Self-Surveys by Teacher-Training Schools*. By W. H. Allen and C. G. Pearse. Yonkers: World Book Co., 1917. Pp. xvi+207. \$2.25.

<sup>2</sup> *Self-Surveys by College and University*. By W. H. Allen. Yonkers: World Book Co., 1917. Pp. xv+494. \$3.00.

viding for the answering of specific questions regarding his own conditions by the reader; the reporting of contrasted ways of doing the same thing with the direct question to the reader, "Do you do it thus or so?"

On fundamental questions of a constructive sort, concerning, for example, the course of study, this method is frankly limited, as all such "critical" survey methods are. Its excellence is confined to detailed suggestions for the criticism of existing conditions. The use of quantitative technique which has been shown to be the necessary tool of the makers of all the sciences is tabooed by the compiler of these books. He would make use of the comparative method only to the extent that he would quote examples of procedure in various institutions. All methods of numerical or statistical comparisons are declared to be useless.

It cannot be doubted that this book in the hands of normal schools and college administrators will provide an impetus for improvement of present methods of administering higher educational work in this country.

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5. *A technical study of high-school abilities.*<sup>1</sup>—The first number of a series of studies in education to be issued by the department of education of Johns Hopkins University has just appeared.<sup>2</sup> Part I deals with the coefficients of correlation existing between the school grades of 121 graduates of the Western High School, Baltimore. Part II is a study of the relation between the results obtained in several ability tests and the school grades of 30 pupils in the academic course and 29 in the commercial, who had entered the school in September, 1915.

Of necessity the writer has made extensive use of tables and the coefficient of correlation (Pearson). The records for each of the four years are treated separately, the main facts in each year being given in a summary table at the end of each section and a summary of all four years near the end of Part I.

Trabue's language scales L and M, Whipple's word-opposite test lists A and B, and Whipple's cancellation test were used as the basis for the discussion in Part II. On correlating the results of these tests with the school grades in the various subjects the author reached the following conclusion for the study as a whole:

1. This study of the coefficients of correlation among school grades shows a considerable amount of correlation, 71 per cent of all the coefficients being equal to or greater than 0.3, and 41 per cent being equal or greater than 0.5.
2. Drawing ranks lowest among all the subjects, the size of the coefficients being taken as a basis.

<sup>1</sup> Review contributed by Dr. R. M. Tryon, University of Chicago.

<sup>2</sup> *The Correlation of Abilities of High-School Pupils.* By D. E. Weglein. The Johns Hopkins University Studies in Education, No. 1. Baltimore: Johns Hopkins Press, 1917. \$1.25.

3. The correlation, as found, may be due either to a "spread of ability" or to resemblance of elements among the several school subjects. Since drawing, a subject very unlike the others shows low coefficients, the correlation is probably due to resemblance of elements among the subjects, or at least of those things counting for success in school.

4. If it is desired to use a single subject as the basis of judgment of school progress, English is probably the best one to select for this purpose.

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6. *The Bureau of Education presents summarized statistics on city school administration.*—During the past two years a number of studies have appeared which summarize the status of *Current Practice in City School Administration*.<sup>1</sup> The most recent of these studies is a question-blank inquiry conducted by Mr. W. S. Deffenbaugh for the Bureau of Education. In agreement with the practice of the Bureau of Education, this study is merely a compilation of the replies to question blanks addressed to the superintendents of schools and to secretaries of school boards in the cities above 25,000 in population. It will be recalled that Mr. Deffenbaugh did this same type of work for the cities smaller than 25,000 about two years ago. The material is organized in accordance with the phases of school administration: the school board; officers of the board; the superintendent; associate, assistant, or deputy superintendents; principals; teachers; superintendent of buildings; superintendent of supplies or business agent. For each phase the report answers fundamental questions concerning size, for example, of boards, methods of selection, tenure of office, use of committees, method of electing officers, the functions and powers of the various school officials, methods of appointment, tenure of office, etc. For each phase discussed summary tables and graphs in the form of bar diagrams are used to make the numerical situation throughout the country stand out clearly. For example, it is shown very strikingly that the typical school board in cities of over 25,000 population in the United States is composed of nine or fewer than nine members. In spite of the agitation which has gone on for a number of years for the abolition of the use of standing committees, school boards are still conducting their business through committees. It is typical, for example, at the present time to have five standing committees. An interesting conclusion is found in connection with the question, Does the school board have the final tax-levying power? Of the 138 cities between 25,000 and 100,000 population, 70 cities are found in which the board is not required to submit an estimate to any other civil body. In 52 cities it is required to submit its budget either to the council or to a board of estimate. Thus we have evidence that there is an important tendency toward the taking of the financing of the public schools away from politically controlled bodies. The report devotes 23

<sup>1</sup> *Current Practice in City School Administration*. United States Bureau of Education, Bulletin No. 8, 1917. Pp. 98.



pages of the 98 to descriptive and graphic summaries of the situation. In the remaining pages are compiled the detailed replies to the specific questions of the blank.

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7. *Suggestive data on the money value of education*.—The school world has but recently recognized the important connection between the wealth and the wealth-producing power of any people and the quantity and quality of the education of that people. It seems clear that the lay public needs to be shown that from no other form of investment can such large dividends in material wealth be obtained as in investments in popular education, and that, as Commissioner Claxton says, "Comparative poverty is not to be pleaded as a reason for withholding the means of education, but rather as a means of supplying them in larger proportion." To put in the hands of the school man a descriptive and graphic record of *The Money Value of Education*, Professor Ellis' new monograph has been published and is being distributed by the Bureau of Education.<sup>1</sup> Professor Ellis shows by tabular and pictorial devices the close relationship between national wealth and power and national education; that schools are a paying investment for the state and that distinction and statesmanship in the United States are highly correlated with education. Many charts are reproduced in miniature form which have been designed to show the value of education to factory workers; for example, what industrial education paid 215 boys; minimum and maximum wages of girls with and without training; what four years in school paid, etc. In summing up the study Professor Ellis concludes that the superior earning power of graduates of schools is a demonstrated fact.

The figures show conclusively that the schools are giving their pupils a greater earning power than even the strongest advocates of education had claimed. Inevitably, as the economic processes become more complex, the relative need for directive force in industry becomes greater and greater. Experience has shown that only through a thorough system of public schools and colleges can a state or nation provide for itself an adequate supply of citizens capable of supplying this necessary directive force.

This pamphlet should be of distinct value to school administrators both for the talking points presented and for the pictorial and graphic devices for presenting them to the public. In conclusion it also presents a good list of references on the money value of education.

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### III. BRIEF DESCRIPTIVE STATEMENTS

1. *Methods of School Inspection in England*. By H. G. WYATT, Inspector of Schools, Rawalpindi Division. Bureau of Education, India.

A careful and detailed report of the work of inspection in England by one engaged in similar work in India. Contains 8 chapters and 134 pages. Chapter 1: History of

<sup>1</sup> A. C. Ellis, United States Bureau of Education, Bulletin No. 22, 1917. Pp. 52.

inspection in England. Chapter ii: Qualifications and training for school inspectors; usually specialists in some line; much experience required; must be head master in type of school inspected. Chapter iii: System of procedure in elementary schools fully explained; freedom allowed inspectors; investigators rather than promoters; criticizes transition from old system of testing pupils to the new of testing teachers. Chapter iv: Co-ordination of the various agencies engaged in inspecting; break between elementary and secondary; in elementary district inspector immediately responsible; much information given about number of inspectors, duties, etc.; specialists have proved most constructive—except that they disturb the proportion of school work; social side of inspectors' work emphasized; conflict between "local" and "medical" inspection. Chapter v: Devoted to reports and inquiries; considers (1) reports on individual schools, (2) reports on special subjects undertaken locally, (3) divisional reports, (4) publications of board of education; examples of reports given. Chapter vi: Devoted to secondary inspection; contains forms of printed notebooks, elaborate forms of inquiry supplied by board; much criticized. Chapter vii: Discusses promotion of certain movements: (1) the restoration of "grind" in the classroom, (2) promotion of manual and outdoor pursuits, (3) tendency to regard the individual rather than the class as the unit in education, (4) greater elasticity in school organization; system of promotion interesting. Chapter viii: Inspection and internal examination; change in purpose of inspection noted and criticized. Throughout the report comparisons are constantly made with work in India.

2. *Higher Technical Education in Foreign Countries.* By ANNA TOLMAN SMITH and W. S. JESSEN. United States Bureau of Education, Bulletin No. 11, 1917.

Written to meet the demand of school officers and business men of the United States with regard to standards and scope of higher technical education in foreign countries. Special attention given to schools which specialize in engineering and the mechanical arts. Considers technical schools requiring the same preliminary training as the universities of the respective countries. Bulletin gives (1) survey of studies preliminary to higher technical schools, (2) accounts of typical schools, (3) statistical summaries comprising additional institutions of same order. A close relation between the progress of industry and technical education emphasized in every survey. Schools of military and naval engineering pertain directly to state service. Numerous graphs showing total time and time devoted to practical work. Tables showing comparative equipment, number of students, practical output, etc. Lack of stimulating influence in research of universities is felt. Courses of study much enlarged. Many new subjects hitherto unheard of. Technical degrees more highly esteemed. In general, the influence of war is seen everywhere. Government control in many cases. Bulletin contains 120 pages.

#### IV. ADDITIONAL CURRENT EDUCATIONAL PUBLICATIONS RECEIVED IN NOVEMBER

(Detailed discussions of some of the following books will appear later.)

##### A. PUBLICATIONS OF UNITED STATES BUREAU OF EDUCATION

- FOGHT, H. W. *Rural-Teacher Preparation in County Training Schools and High Schools*. Washington: Government Printing Office, 1917. Pp. 71.
- ROBERTS, E. L. *Medical Inspection of Schools in Great Britain*. Washington: Government Printing Office, 1917. Pp. 69.
- SMITH, ANNA TOLMAN. *Demand for Vocational Education in the Countries at War*. Washington: Government Printing Office, 1917. Pp. 16.
- WEEKS, STEPHEN B. *History of Public-School Education in Delaware*. Washington: Government Printing Office, 1917. Pp. 181.

##### B. TEXTBOOKS FOR THE ELEMENTARY GRADES

- FITZHUGH, PERCY KEESE. *The Boys' Book of Scouts*. Illustrated. New York: Thomas Y. Crowell Co., 1917. 8vo, pp. ix+317. \$1.25.
- LONG, AUGUSTUS WHITE. *American Patriotic Prose*. Boston: D. C. Heath & Co., 1917. Pp. xv+389.
- MCSPADDEN, J. WALKER. *The Book of Holidays*. New York: Thomas Y. Crowell Co., 1917. Pp. 309.
- RANKIN, JEAN SHERWOOD. *Mechanics of Written English*. Illustrated. Minneapolis, Minn.: Augsburg Publishing House, 1917. Pp. ix+167.
- SOUTHWORTH, GERTRUDE V., and PAINE, PAUL MAYO. *Bugle Calls of Liberty*. Syracuse, N.Y.: Iroquois Publishing Co., 1917. Pp. x+179.
- THOMSON, JEANNIE B. *The Art of Teaching Arithmetic*. New York: Longmans, Green, & Co., 1917. Pp. viii+295. \$1.35.

##### C. TEXTBOOKS FOR THE HIGH SCHOOL

- CLUTE, WILLARD NELSON. *Experimental General Science*. With 96 illustrations. Philadelphia: P. Blakiston's Son & Co., 1917. Pp. xv+303.
- HOWE, SAMUEL BURNETT. *Essentials in Early European History*. New York: Longmans, Green, & Co., 1917. 4th ed. Pp. xii+436. \$1.50.
- JOHNSON, BURGESS. *The Well of English, and the Bucket*. Boston: Little, Brown & Co., 1917. Pp. xi+149. \$1.25.
- MUSGROVE, EUGENE R. *Composition and Literature*. New York: Longmans, Green, & Co., 1917. Pp. viii+519. \$1.20.
- The Yale Shakespeare. The Tragedy of Hamlet, Prince of Denmark*. Edited by JACK RANDALL CRAWFORD. New Haven: Yale University Press, 1917. Pp. 203. \$0.50.
- The Yale Shakespeare. The Chronicle History of the Life and Death of King Lear and his Three Daughters*. Edited by WILLIAM LYON PHELPS. New Haven: Yale University Press, 1917. Pp. 154. \$0.50.

## FRENCH

OLMSTED, EVERETT WARD. *First Course in French*. New York: Henry Holt & Co., 1917. Pp. xi+332.

## GERMAN

CRANDON, LAURA B. *Ein Anfangsbuch*. Illustrated. "New-World German Series." New York: World Book Co., 1917. Pp. xii+306.

KOENIG, ALFRED E., and MYERS, WALTER R. *Kleine deutsche Grammatik*. Minneapolis, Minn.: Perine Book Company. Pp. xxix+96.

SCHMIDT, L. M., and GLOKKE, E. *Das erste Jahr Deutsch*. Heath's "Modern Language Series." Boston: D. C. Heath & Co., 1917. Pp. xxix+282. \$1.60.

STORM, THEODOR. *Immensee*. Edited by ALMA S. FICK. New York: Macmillan, 1917. Pp. xxiv+177.

## SPANISH

DORADO, CAROLINA M. *España Pintoresca*. Boston: Ginn & Co., 1917. Pp. x+332.

HALL, GUILLERMO. *Poco a poco*. "New-World Spanish Series." New York: World Book Co., 1917. Pp. viii+308.

WARSAW, J. *Viajando por Sud America*. New York: Henry Holt & Co., 1917. Pp. vii+226.

## D. MISCELLANEOUS PUBLICATIONS

ALDERMAN, EDWIN A. "The Function and Needs of Schools of Education in Universities and Colleges." New York: General Education Board, 1917. Occasional Papers No. 4. Paper. Pp. 31.

DAVIS, HENRY C. "Debating for High Schools." University of South Carolina, September, 1917, No. 60. Paper. Pp. 43.

"How the War Came to America." Issued by the Committee on Public Information, June 15, 1917. Paper. Pp. 31.

LUCCOCK, HALFORD E. *Studies in the Parables of Jesus*. New York: Abingdon Press, 1917. Pp. 131. \$0.50.